

---

**Roderick Stoneburner, M.S., CRC (rtd)**

**EVIDENCE-BASED VOCATIONAL EVALUATION  
AMERICAN BOARD OF VOCATIONAL EXPERTS  
MARCH 21, 2021**

---

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **I Got That Answer....**
    - The Daubert Standard
    - Whether the Theory or Technique in question can be and has been tested
    - Whether it has been subjected to peer review and publication
    - Its known or potential error rate
    - Existence and maintenance of standards controlling its operation
    - Whether it has attracted widespread acceptance within a relevant scientific community.
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- Admissible Evidence & VE Scientific Method:
    - David Stein, Ph.D. (2002)
  - Evidence formally presented before trier of fact.
  - Evidence must be relevant
    - (Material & Probative Value)
  - Not outweighed by countervailing considerations (Not prejudicial, confusing, waste of time, or based on hearsay)
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

## EVIDENCE

Mary Barros-Bailey, Ph.D.

An Evidence Source Model for Clinical and Forensic Practice

The Rehabilitation Professional, Vol. 26, #3, 2018 ppg 117-127

- Evidence Source Model (ESM)
  - Defining Data
  - Defining Evidence
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Sources of Data:**

- Primary Data

- Interviews

- Observation

- Participant-Observation

- **Secondary Data**

- Documents

- Archival

- Physical Artifacts

---

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Data - Analysis - Evidence**

- Data becomes Evidence when it is collected in an organized manner and clinically analyzed within the parameters of the measurement objectives.

- **Application of the ESM**

- Determination of potential data to be collected based upon the parameters of the measurement objective

- **Measurement Objectives**

- Purpose of Referral

- **Measurement Criteria**

- Measurement Tools and Procedures
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Measurement Objective**

- The Referral for Vocational Evaluation
- Clarification of Objectives (Purpose of Evaluation)
- Clarification of Objectives (Measurement Requirements)

- **Measurement Criteria**

- Address & Clarify Measurement Requirements
  - Identify Vocational Evaluation Model (VRAM/RAPEL)
  - Identify Measurement Tools
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Measurement Tools (Data Collection Process)**
    - **Primary Data**
      - Interviews
      - Observation
      - Participant Observation
    - **Secondary Data**
      - Documents
      - Archival
      - Physical Artifacts
-



---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Measurement Requirements –**

- Framing Referral Questions
- Documenting Measurement Parameters
  - Legal Requirements & Case Law
  - Criterion Referenced Terminologies (Definitions)

- **Measurement Criteria – Using Measurement Tools**

- Standardizing Evaluation Structure (Use of the Model)
  - The Interview & Data Collection (Work History/Job Analysis)
  - Vocational Testing & Observations
  - Normative vs. Criterion Referenced Measurements
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **The Referral – Establish Purpose of Evaluation**
    - Questions to be Answered (What, Why, & How)
    - Referral Guidelines Define Model and Process
    - Measurement Requirements Leads to:
      - Measurement Criteria
      - Measurement Tools
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Selecting Measurement Tools**

- Reference the Measurement Objectives
  - Reference the Evaluatee to determine Normative Tools
    - Anticipate Evaluatee's Cognitive and Academic Abilities
    - Consider Medical Factors of Disability i.e. Dexterity Issue
  - Reference the Evaluatee to determine Criterion Tools
    - Situational Assessments for Functional Limitations
  - Be Flexible in Tool Selection – Adjust to Evaluatee's Range of Capabilities.
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Normative Referenced Tools**

- Vocational Testing (Aptitude & Academic Skills Tests)

- **Criterion Referenced Tools**

- Medical Reports – Impairments & Work Restrictions
  - Job Analysis/Job Descriptions
  - Depositions
  - Case Law and Application for Vocational Purposes
  - Considering Referral Requirements
  - Case Law, Legal Factors, Employment Factors
  - Medical Factors – Using AMA Guides
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Vocational Evidence – Normative & Criterion Reference Data Collection**
  - Medical Analysis – AMA Guides to the Evaluation of Permanent Impairment, 5th Edition Chapter 1.9
  - Extracting factual medical information from reports: Work Restrictions, Medical Impairments, Medical Testing, Subjective Factors of Medical Impairments
  - Converting medical factors of Disability to Vocational Factors of Disability



---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Vocational Evaluation Process; Interview**
  - Review of medical and legal documentation (as appropriate)
  - Education and Training History
  - Employment History
  - Self-Perceived functional abilities and limitations
  - Subjective Complaints – Where do They Fit?



---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **The Job Analysis**

- Review of Work Activities, Duties, & Responsibilities
- Characterizing the Job using Source Documents
- D.O.T., O\*NET, SkillTran, etc.
- Modifying Worker Traits to fit Skills & Abilities

- **Transferable Skills Analysis –Tools and Use**

- Using Software Programs (MVQS, SkillTrans)
  - The VDARE process
  - Using O\*NET
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Vocational Evaluation Process – Follow the Model**
    - The Referral Process – Measurement Objectives lead to Measurement Criteria (Measurement Tools to Use)
  - **The Interview-Structured, Repeatable Process**
  - **Job Analysis/Transferable Skills Analysis –**
    - Collection and Analysis of Data
    - Modifying for accuracy of Skills and Abilities (Variances)
-



---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **Vocational Assessments**

- Vocational Tests
  - Cognitive, Academic, Interest, Personality
  - Dexterity Testing
  - Work Sampling

- **Situational Assessment**

- Establish Purpose for Conducting Assessment
  - Define Criterion-Related Measurement Objectives
  - Document Findings Using Behavioral Terms
-

---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **The Vocational Evaluation Report**

- Documenting What, Why & How for Each Section
  - What Did you Do?
  - Why Did you Do it?
  - How Did you Go About Doing it?
  - What Does it Mean – Analysis of Data – Findings & Opinion
- The “Thread”
  - Continuity From Referral to Findings, Conclusions, & Opinion
  - Did you Answer the Referral Questions?
- Writing the Vocational Evaluation Report
  - Editing and Proofing
  - Appearance of Report and Ease of Reading
  - Who Did you Write For?



---

# EVIDENCE-BASED VOCATIONAL EVALUATION

- **A Final Recommendation.....**
    - Data is just data until analyzed. Much of the data collected can be considered a “snapshot” collected at a specific time from or about an individual. Variances in the data will occur and must be taken into consideration. Don’t forget to look at the data as a whole and well as individually. Consistency and continuity of data allow us to adjust for “outliers”, just as done when engaged in statistical analysis. Daubert challenges become a risk when one relies on one piece of data to explain findings and conclusions. Always consider the “thread” of the evaluation and look for consistency of results in and between each section of the evaluation.
-

---

**Questions?**

---